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skill are manifest in the preparation of the translation exercises and in the degree and kind of help given.

In a few instances the authors have resorted to rhymed statements of grammatical truth, not always with conspicuous success. In fact, this is the only unpleasant feature which appeared in an interested examination of the entire work. The worst example is on page 39, where this occurs :

“A useful little rule is expressed by the old rhyme :

‘With *ask, command, advise, and strive*
By *ut* translate the infinitive ;
But not so after *iubeo* nor
Veto, nor deponent *conor*.’ ”

Such verse as this, which mutilates language to so distressful an extent, cannot be justified by the plea that the tax upon the memory is lessened. Some instructors will be disappointed because the long vowels have not been marked in the Latin words. But, taken altogether, the book is charming, and does credit to both authors and publishers.

FRANK A. GALLUP

COLGATE ACADEMY

Hints to Teachers and Students on the Choice of Geographical Books for Reference and Reading. By HUGH ROBERT MILL. Longmans, Green & Co., London and New York, 1897.

THIS book contains excellent prefatory chapters on the principles of geography and on the teaching of the same. Then follow classified lists of books and maps under the following chapter headings: The Principles of Geography; The Teaching of Geography; The Choice of Text-Books; Atlases and Means of Illustration; Works of Reference on Geography; Mathematical Geography; Physical Geography; Bio-Geography; Anthro-Geo-geography. These chapters are followed by lists of reference book for the several continents, and separate lists for some of the most important countries. The reference books for North America and the United States are hardly adequate, and some well-known and important books are omitted. So also with references on the arctic regions. For example, Peary's books are not mentioned. No teacher will read the book without enlarged ideas of the meaning of geography, and of the intellectual equipment necessary to teach it

successfully. He will realize that geography is not a book, and that it is not in a book, though there are books *about geography* which are helpful.

R. D. S.

Syllabus on a Course of Eighty-seven Lectures on Modern European History (1600-1890). By H. MORSE STEPHENS, Professor of Modern European History in Cornell University. New York: The Macmillan Company, 1899. Price \$1.60.

THIS book is not for the general reader. It is intended primarily as a guide for the author's classes in Cornell University, and, no doubt, will serve its purpose well. It has grown out of the academic condition existing in that university, and is intended to satisfy the demands of her curriculum. All the principal facts to be touched on in the lecture are arranged in their proper order, and an immense number of exact dates is given. This leaves the lecturer the far pleasanter task of elucidating the facts and of showing their importance and interrelation. On the other hand, the student is spared an immense amount of laborious note-taking, and may give his attention wholly to the professor's interpretation. Each lecture is provided with a bibliography which will aid the student in his private study. While no two professors can easily use the same arrangement of facts many lecturers in this field will probably be able to adapt this syllabus to their own peculiarities and to the needs of their classes to their mutual advantage.

OLIVER J. THATCHER

THE UNIVERSITY OF CHICAGO.

Side Lights on American History. By HENRY W. ELSON, A.M. The Macmillan Company, New York, 1899. Cloth, pp. xvi + 398. 75 cents.

As no secondary-school text-book of United States history is so comprehensive as to make it unnecessary for the student to read largely of both source material and the larger historical narrative, any device is welcome which promises to reduce the difficulties attaching to the selection of this outside reading and bring well-chosen material to the teacher's and student's use. It has been the purpose of Mr. Elson to occupy middle ground between the necessarily condensed text-book